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ABSTRACT

In 1991, North Seattle Community College (NSCC), in Washington, received funding to develop a multicultural curriculum, to assess and improve ethnic student outcomes, and to develop a multicultural leadership program for the period 1991-1996. The project called for the completion of multicultural awareness surveys in the first and last years of funding to examine the program's impact on campus support for and awareness of diversity. The first-year study of NSCC students and staff was undertaken in spring 1992. A survey was administered to 1,140 students and all 450 administrators, classified staff, and faculty. Response rates were 56% for students and 27% for employees, 44% for administrators, 27% for classified staff, 45% for full-time faculty, and 12% for part-time faculty. Study findings included the following: (1) among students, 36% of Asians, 32% of African-Americans, 38% of Hispanics, and 43% of Whites reported gaining greater understanding about people from other cultures as a result of attending NSCC; (2) over 57% of the student respondents agreed or strongly agreed that they would like to see a more diverse student body, while 46% felt NSCC needed more classes and programs teaching about cultural and ethnic differences; and (3) among employees, 73% of the respondents indicated that working at NSCC had helped them to gain a greater understanding of people from different cultural and ethnic backgrounds, while less than 45% agreed or strongly agreed that NSCC was an easy place for students and employees from diverse ethnic and cultural backgrounds to meet one another. Data tables and sample student and employee narrative responses are included. (PAA)

ED356807

NORTH SEATTLE COMMUNITY COLLEGE

MULTICULTURAL CLIMATE SURVEY 1992:

Findings From the Student & Employee Surveys

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Office of Institutional Advancement

September 1992

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INTRODUCTION

The following report summarizes the results of the multicultural campus climate study conducted at North Seattle Community College during the months of March through May, 1992. In particular, it outlines the primary findings obtained from NSCC students and employees who completed survey questionnaires distributed to them during this time period.

Background of the Multicultural Study

In 1990, North Seattle Community College published a comprehensive mission statement outlining its primary commitment to quality teaching and learning. Included in the mission was the following goal statement:

> "NSCC will create a climate that affirms and endorses our diversity:
> * By employing a staff that reflects the diversity of the students we serve;
> * by supporting a diversified English as a Second Language program ;
> * by implementing multicultural and gender-balanced education throughout the curriculum;
> * by welcoming learning disabled and physically disabled students;
> * by supporting faculty/staff development activities that will help us be effective with all students and ourselves;
> * by making the community aware that we welcome all students and consider our diversity a community resource."

One year later, North received from the U.S. Department of Education a 5-year, $2.5 million Title III grant. Among the objectives defined in the grant for which funding was awarded was the area of multicultural education curriculum. The long-range goal supported by the grant was "to create a climate where cultural diversity is recognized and valued." Under this goal, plans were outlined for developing a multicultural curriculum at NSCC, as well as preparation of faculty for multicultural curriculum transformation. Also, goals were set for assessing and improving ethnic student outcomes in college transfer and technology programs and developing a multicultural leadership program.

In addition to plans for curriculum transformation, the grant called for the carrying out of a campus survey on multicultural awareness at both the first and the final (fifth) year of grant funding. The goal in testing this awareness at the beginning and end of the grant period was to identify the extent to which campus support and awareness for diversity are enhanced by the changes in curriculum, outcomes assessment activities, and multicultural leadership programs on the campus that occur during the period of 1991 through 1996.

I. THE STUDENT CLIMATE SURVEY

Development and Administration of the Survey

Between the months of January and March, 1992, preparations were made for distribution of the multicultural climate survey to a selected group of NSCC students. A survey questionnaire instrument was developed in early January and reviewed by numerous members of the NSCC campus community. In early March, a revised questionnaire was pilot-tested in five winter-term classes at North containing a combined enrollment of approximately 175 students. Among the students surveyed in the pilot study, 117 (67%) returned completed questionnaires.

One of the key questions contained in the pilot survey asked students if they had gained a greater understanding about people from different cultural and ethnic backgrounds since they began attending NSCC. Nearly 70% of student respondents in the pilot study answered "yes." Two of the five courses participating in the pilot test contained curricular matter specifically focused on ethnic diversity issues in American society: Sociology 150 (Minority Groups) and Coordinated Studies 1 (American Values: E Pluribus Unum). Among the 65 students from these classes who completed the survey, an even larger 89% answered "yes."

In late April, a group of 45 classes enrolling approximately 1140 students at NSCC were identified for administration of a revised version of the climate questionnaire. These classes were chosen as a representative sample of day and evening courses at the college, with total enrollments intended to approximate the proportions of course enrollments at North in academic transfer, vocational, and basic skills areas. **TABLE 1** lists the response rates of classes and students in each of the three areas along with the total numbers of students enrolled in the chosen classes.

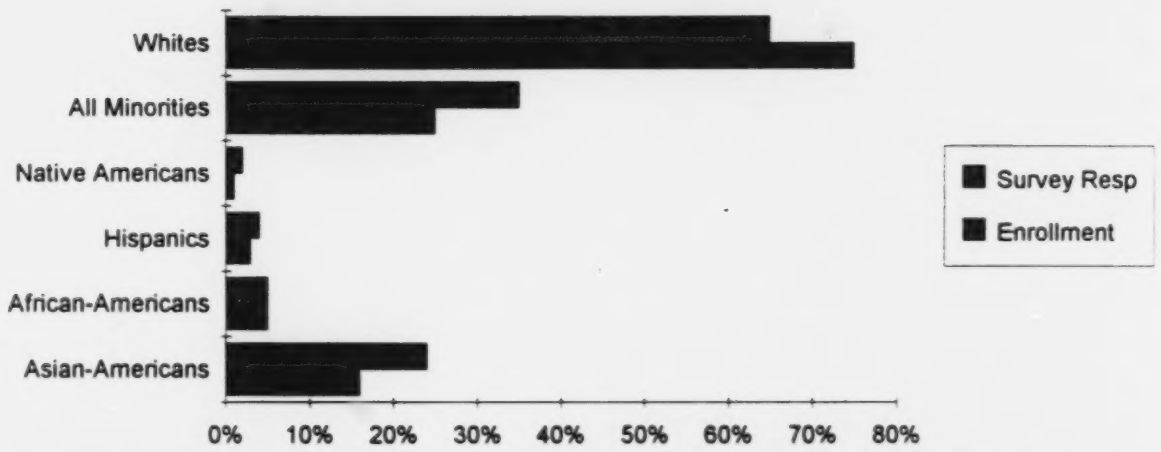
TABLE 1: STUDENTS AND CLASSES SURVEYED BY THE APRIL 1992 NSCC MULTICULTURAL CAMPUS CLIMATE SURVEY

	Acad Trnsfr	Vocational	Basic Sk	Totals
Classes Surveyed	16	23	6	45
Classes Particptng	15	21	6	42
Class Partic. Rate	94%	91%	100%	93%
Enrolled Students	510	490	140	1140
Students Particip.	249	298	92	639
Stud. Partic. Rate	49%	61%	66%	56%

As **TABLE 1** shows, responses were received from a total of 639 students, amounting to 56% of the enrolled students in the chosen courses. Out of 45 NSCC instructors asked to administer the survey to students in one of their classes, 42 participated in the study and returned all completed student questionnaires for analysis.

The first information to be discussed from survey results pertains to demographic and other characteristics of the 639 students who returned their completed climate surveys. **CHART 1** below graphically illustrates the ethnicity of students who completed surveys in comparison to the ethnicity of North's enrolled student body. As can be seen from this table, students from every ethnic background except whites were more highly

CHART 1: Ethnicity of Enrolled Students and Climate Survey Respondents, Spring 1992



represented among survey respondents than among the total student population on the campus. In fact, students of color represented approximately 35% of all survey respondents, while a total of roughly 25% of North's enrolled students in Spring 1992 were students of color. The survey results thus provide a statistically acceptable representation of the students of color participating.

On the next page, **TABLE 2** provides selected information obtained from questions about student backgrounds that were contained in the survey questionnaires. Respondents were asked to indicate their primary educational purpose, number of terms enrolled at NSCC, part- or full-time status, day or evening, age, whether or not they were receiving financial aid, gender, native language, and if they either do or may have a learning disability.

TABLE 2: SELECTED BACKGROUND INFORMATION AND CHARACTERISTICS OF STUDENT RESPONDENTS TO MULTICULTURAL CLIMATE SURVEY

Response Category	Percentage of Respondents in Different Ethnic Groups							
	All	Asi-Amer	Afr-Amer	His-panic	Nat-Amer	Whi	U.S. Cit	Non-Cit
Enrolled Full-time	62%	82%	57%	57%	46%	59%	59%	80%
Enrolled Part-time	38%	18%	43%	43%	54%	41%	41%	20%
Attend Mostly Daytime	59%	82%	47%	57%	46%	52%	53%	84%
Attend Mostly Evening	41%	18%	53%	43%	54%	48%	47%	16%
# Qtrs. at NSCC: 1	22%	19%	30%	4%	27%	22%	22%	22%
# Qtrs. at NSCC: 2	13%	14%	20%	9%	27%	13%	13%	14%
# Qtrs. at NSCC: 3	27%	26%	17%	22%	18%	29%	28%	24%
# Qtrs.: 4 or more	38%	41%	33%	65%	28%	36%	37%	40%
Receive Financial Aid	25%	33%	30%	39%	27%	22%	21%	40%
Purpose: Assoc Degree	34%	43%	40%	39%	18%	30%	31%	42%
Purpose: Voc Certif	11%	10%	10%	9%	9%	12%	11%	11%
Purp: Get/Change Job	17%	6%	20%	4%	27%	21%	19%	9%
Purp: Transfer Course	29%	35%	10%	30%	36%	27%	28%	35%
Purp: Personal Enrich	9%	6%	20%	18%	10%	10%	11%	13%
Age Group: Below 30	59%	78%	52%	41%	36%	53%	55%	72%
Age Group: 30-39	27%	12%	41%	36%	46%	30%	29%	18%
Age Group: 40-49	10%	5%	7%	14%	9%	13%	12%	5%
Age Group: 50-above	4%	5%	0%	4%	9%	4%	4%	5%
Males	43%	42%	55%	41%	36%	41%	42%	46%
Females	57%	58%	45%	59%	64%	59%	58%	54%
Native Language: Eng	75%	16%	72%	70%	91%	96%	90%	9%
Nat Language: Other	25%	84%	28%	30%	9%	4%	10%	91%
Learn Disabil: Yes	7%	7%	14%	0%	18%	7%	7%	7%
Learn Dis: Not Sure	14%	15%	14%	30%	27%	11%	14%	15%

TABLE 2 reveals that significant differences exist among students of different ethnic backgrounds in such areas as full-time and part-time enrollment patterns, time of day in which most classes are attended, and the age of most students. For example, among all survey respondents, 62% attended NSCC during Spring 1992 on a full-time (i.e. taking 10 credits or more) basis, while a larger 82% of Asian students at NSCC were attending full-time. Corresponding proportions of other ethnic groups attending full time were 57% of African-Americans, 57% of Hispanics, 46% of Native Americans, and 59% of whites. Additionally, 59% of survey respondents who are U.S. citizens attend full-time, while 80% of non-U.S. citizens were full-time. Interestingly, the high proportion of all student survey respondents who were enrolled full-time suggests that the survey returns are highly overrepresentative of full-time students at NSCC. During Spring term 1992, only about 30% of all NSCC students who were taking classes for credit were enrolled on a full-time basis.

Other findings from **TABLE 2** include the age profile of respondents, which shows that Asian and non-citizen respondents are more likely than are other students of color (and whites) to be under age 30; educational purpose, which reveals that the ethnic groups with largest proportions of respondents stating they are pursuing an Associate's degree include Asians, African-Americans, and Hispanics; native language, which is English for 96% of whites but only for 16% of Asians and 70% of Hispanics; time of attendance, which is daytime for 59% of all respondents and 82% of Asians but only 47% of African-Americans; and financial aid status, which shows that 22% of whites receive aid while 39% of Hispanics, 33% of Asians, and 30% of African-Americans receive aid.

Responses to Opinion Questions

This section highlights some of the opinion questions contained in the student climate surveys. Students were given 40 questions to answer on a five-point scale (from 1=strongly disagree to 5=strongly agree) as well as six open-ended and yes/no questions that pertained to their feelings about the campus climate for support of cultural diversity. On the next pages, the results from some of the most representative questions are graphically displayed in **CHART 2** through **CHART 9**.

In **CHART 2**, student responses are revealed for the survey question, **"Would you recommend attending classes at NSCC to someone else whose ethnic or cultural background is the same as yours?"** Nearly 94% of all respondents answered "yes" to this question, but proportions were a bit smaller for African-Americans (85% said "yes"), Hispanics (86% "yes"), and Native Americans (90% "yes") than for whites (95% "yes"). The responses to this question suggest that most students of every ethnic background would recommend NSCC to someone else from their own background.

CHART 2: Responses to Survey Question, "Would you recommend attending classes at NSCC to someone else whose ethnic or cultural background is the same as yours?"

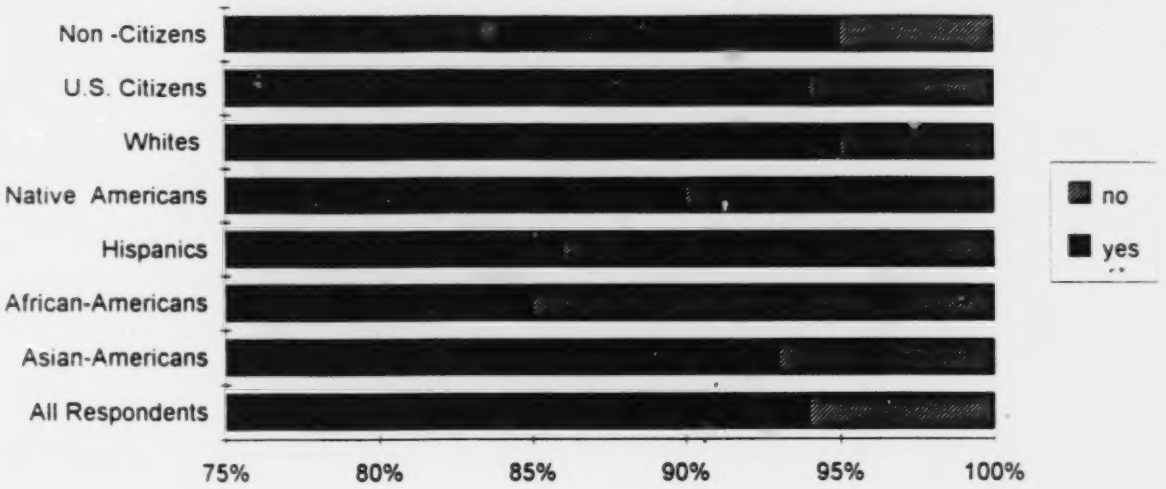


CHART 3: Responses to Survey Question, "I feel welcome at NSCC."

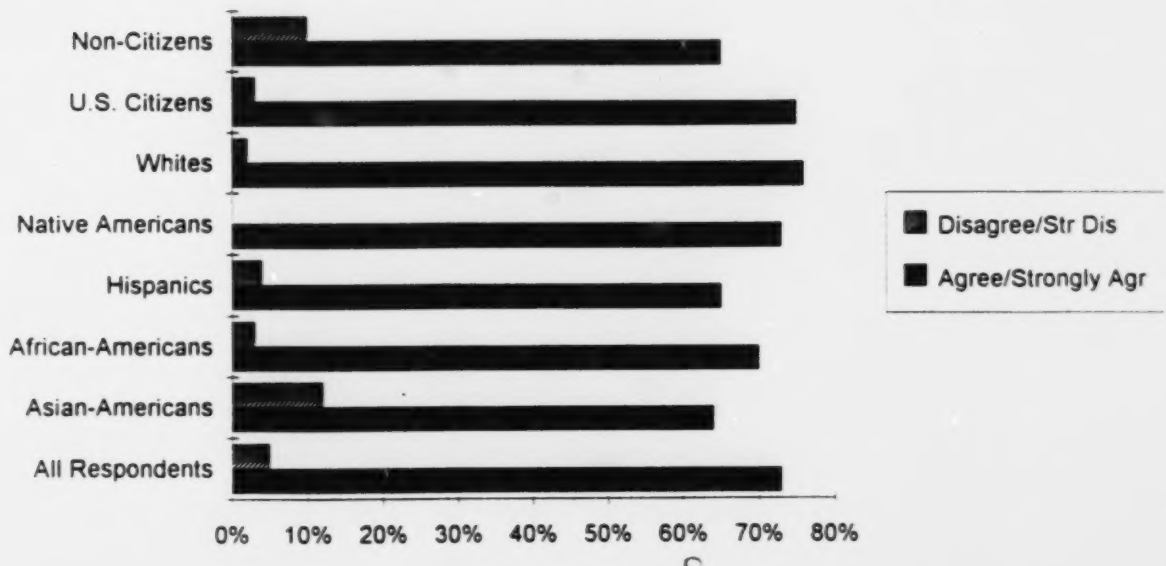


CHART 3 displays responses to the statement, **"I feel welcome at NSCC."** Seventy-three percent of all respondents either agreed or strongly agreed with this question, while only 5% disagreed and the remaining 22% were neutral. Though smaller proportions of Hispanics (65%), Asians (64%), and non-citizen students (65%) agreed than whites (76%), this question still suggests that the majority of students from each ethnic background represented in the NSCC student body do feel welcome on the campus.

On the next page, **CHART 4** and **CHART 5** reveal student opinions regarding the impact of NSCC on their capacity for improved understanding of people from different ethnic and cultural backgrounds. **CHART 4** displays responses from a key question in the survey, **"Have you gained a greater understanding about people from different cultural or ethnic backgrounds as a result of attending NSCC?"** This question is very similar to a question appearing on the pilot survey which was discussed earlier in this report. In all, only 42% of respondents answered "yes" to this question in the full student climate survey. Even smaller proportions of Asians (36%), African-Americans (32%), and Hispanics (38%) answered "yes" when compared with whites (43%). The responses to this question strongly suggest that most students who completed surveys and, quite possibly most students across campus, do <u>not</u> feel that NSCC is improving their awareness of issues pertaining to diversity among either students or people within American society.

On their surveys, students who replied "yes" to this question were asked to explain how they have gained a greater understanding about people from different ethnic backgrounds at NSCC. Below are some of their comments:

Class participation with students from different cultures.

The student body at NSCC is much more varied in terms of students' cultural/ethnic backgrounds than previous educational institutions I have attended--this is enriching.

I have studied with and built friendships with people of other colors and ethnic backgrounds.

Every class that I have taken, I have at least one person in my lab groups with a background different from my own--it has been very enlightening learning about them.

I have learned that there are many different cultures just in one classroom at NSCC.

Just being around so many different ethnic origins is educational.

By participating as an Intensive English Language Institute language partner, also attending the International Fair.

CHART 4: Responses to Survey Question: "Have you gained a greater understanding about people from different cultural or ethnic backgrounds as a result of attending NSCC?"

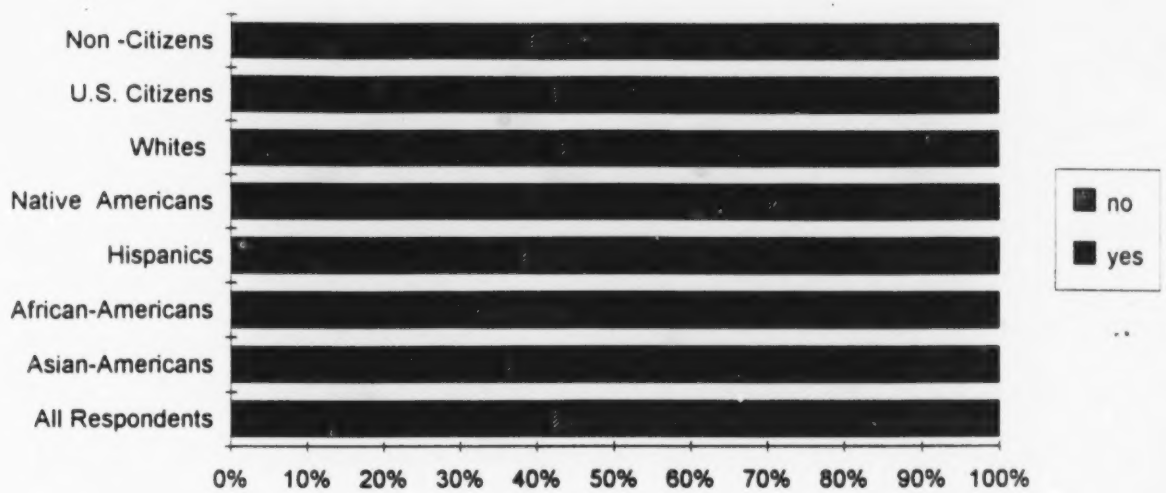
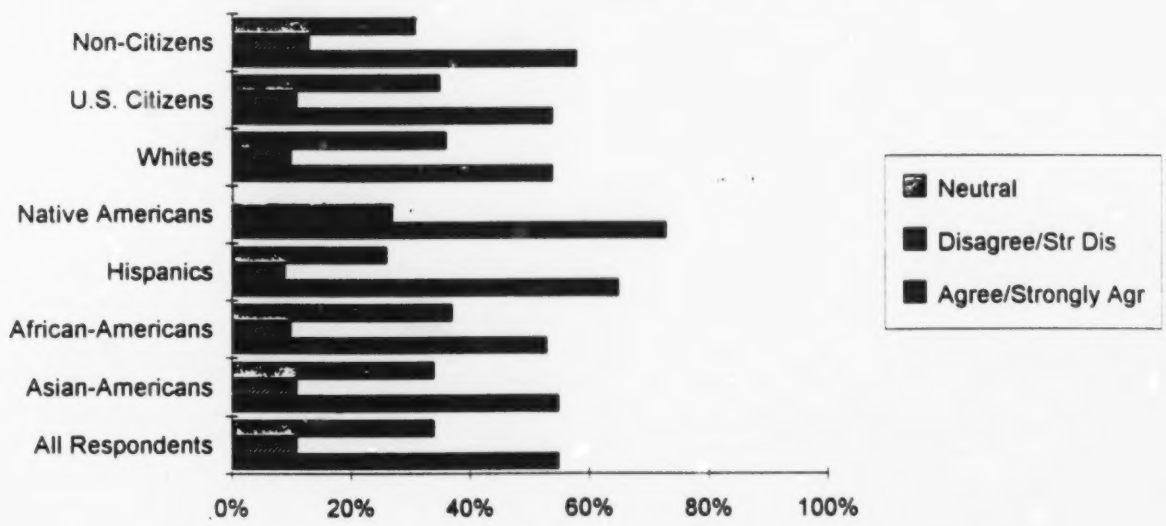


CHART 5: Responses to Survey Question: "NSCC makes it easy to meet people from ethnic or cultural backgrounds that are different than my own."



The information displayed in **CHART 5** pertains to respondents' perceptions of ease of opportunity on campus to meet people from other cultural backgrounds. The question stated, **"NSCC makes it easy to meet people from ethnic or cultural backgrounds that are different than my own,"** and students were asked to indicate whether they agreed or disagreed. Among total survey respondents, 55% agreed or strongly agreed, 11% disagreed or strongly disagreed, and the remaining 34% were neutral. Examining respondents on the basis of ethnicity who answered this question shows more Hispanics (65%) and Native Americans (73%) than whites (54%) agreed, while the proportions of African-Americans and Asians who tended to agree was nearly equal to the proportion of whites who did so. While more students agreed with this statement than the number who replied "yes" to the question revealed in **CHART 4**, almost half of total respondents did not indicate agreement. This suggests that many students do not find NSCC to be a campus in which it is easy to develop acquaintances with people from different backgrounds. Hispanics and Native Americans who agreed with the statement most likely did so because their own numbers on the NSCC campus are so small that most students and staff whom they meet are probably from a different cultural background.

The next pair of questions to be examined in this report look at students' attitudes toward diversification of the student body and the curriculum at NSCC. **CHART 6** asks students if they agree with the statement, **"I would like to see more students from different ethnic and cultural backgrounds in my classes."** Among all student respondents, over 57% agreed or strongly agreed. Agreement was strongest from African-American students (86% agreed) and Asian students (74% agreed) but weakest for Hispanics (only 44% agreed) and Native Americans (46% agreed). Among white respondents 49% agreed and 37% were neutral. This question also reflected a wide variation in responses between U.S. and non-U.S. citizen respondents. While only 54% of all U.S. citizens (every ethnic background) agreed, 73% of non-citizens agreed.

In **CHART 7**, the data displays student opinions about availability of programs at NSCC pertaining to cultural and ethnic differences. The question examined was, **"NSCC needs more classes and programs that teach about cultural and ethnic differences among people."** Students' opinions varied widely on this question depending on their ethnic background. Of all survey respondents, 46% agreed or strongly agreed, 39% were neutral, and 15% disagreed. But a much greater 70% of all African-Americans and 67% of Asians agreed, while on the other hand only 36% of whites agreed. In fact, more whites were neutral (47%) on this question than in agreement. Citizenship status was also an important predictor of student responses to this question. While only 42% of U.S. citizen respondents agreed and another 42% were neutral, 65% of non-U.S. citizens agreed and only 28% were neutral.

CHART 6: Responses to Survey Question: "I would like to see more students from different ethnic and cultural backgrounds in my classes."

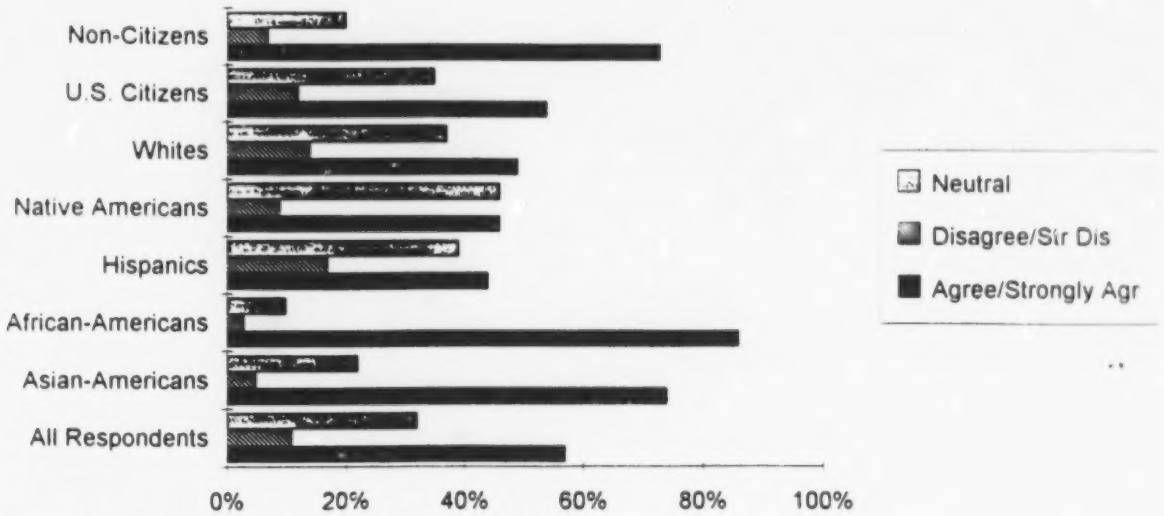
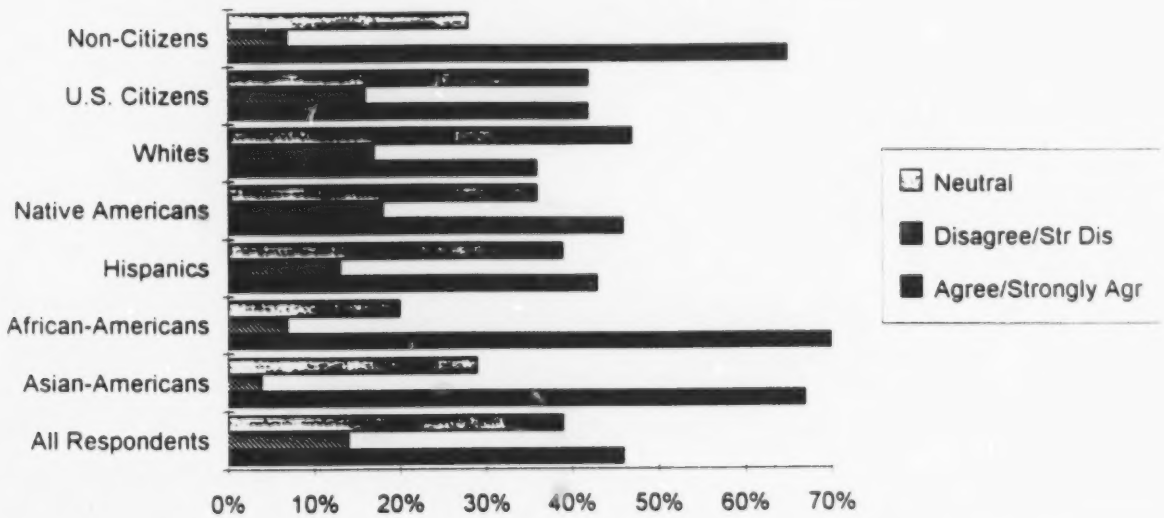


CHART 7: Responses to Survey Question: "NSCC needs more classes and programs that teach about cultural and ethnic differences among people."



In spite of the finding that only about half of survey respondents expressed agreement with notions of expanding the diversity of NSCC in terms of student body and classes offered, the findings from **CHART 7** suggest that many students (especially students of color) are open to efforts on the campus to enhance the curriculum with multicultural materials. In a separate question on the student survey respondents were asked to indicate their agreement with the statement, **"I would like for my classes to include information about people from different cultural or ethnic backgrounds."** Among all respondents, 45% agreed, 36% were neutral, and 19% disagreed. But among students of color--especially African-Americans and Asians--much greater numbers agreed (76% and 63% respectively). Only whites and Hispanics had larger proportions who were neutral than who agreed with this question.

In a final area of questions to be analyzed in this section, **CHART 8** and **CHART 9** look at the issue of bias in how students from different ethnic or cultural backgrounds and students of both genders are treated at NSCC. Specifically, these questions sought respondents' opinions regarding whether all students at North are treated in a fair and equitable manner. **CHART 8** turns to the area of gender bias. Students were asked to answer "yes" or "no" to the question, **"Have you had any experiences that make you feel that women and men are not treated equally at NSCC?"** Most students--in fact, 90% of all respondents, answered "no" to this question. As **CHART 8** shows, approximately 6% of males and 13% of females replied "yes" to this question. When ethnicity is considered, the students with the greatest proportion of respondents who replied "yes" were whites (12% "yes"). Students of color from all ethnic backgrounds replied "no" in proportions of 93% or more. Only 3% of non-U.S. citizens answered "yes" while 12% of citizens gave the same answer.

If students answered "yes" to this question, they were asked to elaborate on their answers by writing open-ended comments. Here is a selection of what the students who replied "yes" said:

> Older men teachers treat women like dummies. We're here to <u>learn</u> not to be dummies!
>
> It seems that all "gender specific" activities and most gender neutral activities are biased toward women.
>
> Had an instructor that gave me a bad grade. Went in, talked to him, let him put arm around me, changed one sentence in paper & the grade went to A. (Commonly known that if you let him touch you or pat you, you got better grades.)
>
> Some female instructors strongly make their feminist opinion in class.
>
> One instructor tended to favor men's opinions over women's--he was insulting to my intelligence.

CHART 8: Responses to Survey Question: "Have you had any experiences that make you feel that women and men are not treated equally at NSCC?"

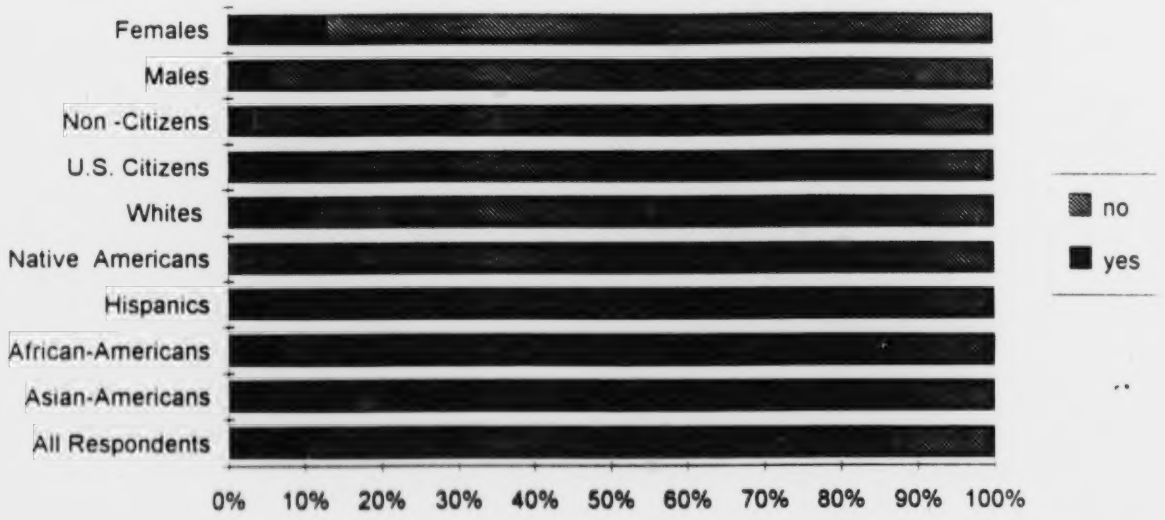
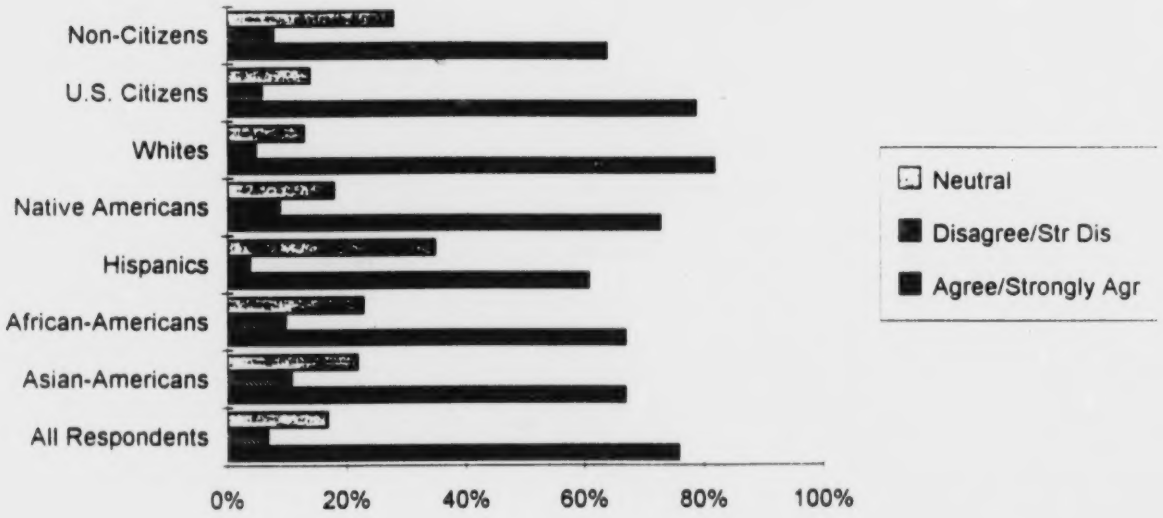


CHART 9: Responses to Survey Question: "NSCC instructors treat all students fairly, regardless of their ethnic or cultural backgrounds."



Other questions in the climate survey sought additional opinions regarding gender issues on campus. To the question, **"My instructors seem interested in the opinions of both male and female students"** 84% of males and 81% of females agreed. And when given the statement, **"My instructors treat women and men with equal respect,"** 84% of males and 83% of females agreed. These findings suggest that while gender bias is not widely recognized on campus, it is an issue that has affected some students more than others.

CHART 9 looks at treatment of students on the basis of ethnic background. It asks students to indicate their agreement with the statement, **"NSCC instructors treat all students fairly, regardless of their ethnic or cultural backgrounds."** Of all students who answered this question, 76% agreed and only 6% disagreed. But smaller proportions of African-Americans (67%), Asians (67%), and Hispanics (61%) agreed than did whites, among whom 82% agreed. This finding suggests that students of color attending classes at NSCC are more aware of ethnic bias on the part of instructors than are white students, but also that a majority of all students feel they are treated fairly on the basis of their ethnicity. When asked to respond to a separate question which stated, **"My instructors encourage class participation from all students, regardless of their ethnic or cultural backgrounds,"** 85% of all respondents, 87% of African-Americans, 89% of whites, 78% of Hispanics, 82% of Native Americans, and 75% of Asians agreed. This finding confirms that most students of color as well as whites hold positive feelings about how their instructors treat them.

Summary of Student Survey Findings

This survey has shown both a significant number of positive aspects of the NSCC campus climate for ethnic and cultural diversity and some important areas of needed improvement. Students are for the most part very satisfied with their educational experiences at North, and would recommend the college to friends of every ethnic background. Additionally, students appreciate the amount of diversity that already exists on the campus in terms of students enrolled, courses and programs offered, and opportunities to meet people from different cultural and ethnic backgrounds. But a majority of students indicated that NSCC has not increased their understanding of people from different ethnic backgrounds, and many students wish to see an expanding diversity of courses, programs, study materials, and students enrolling at the college.

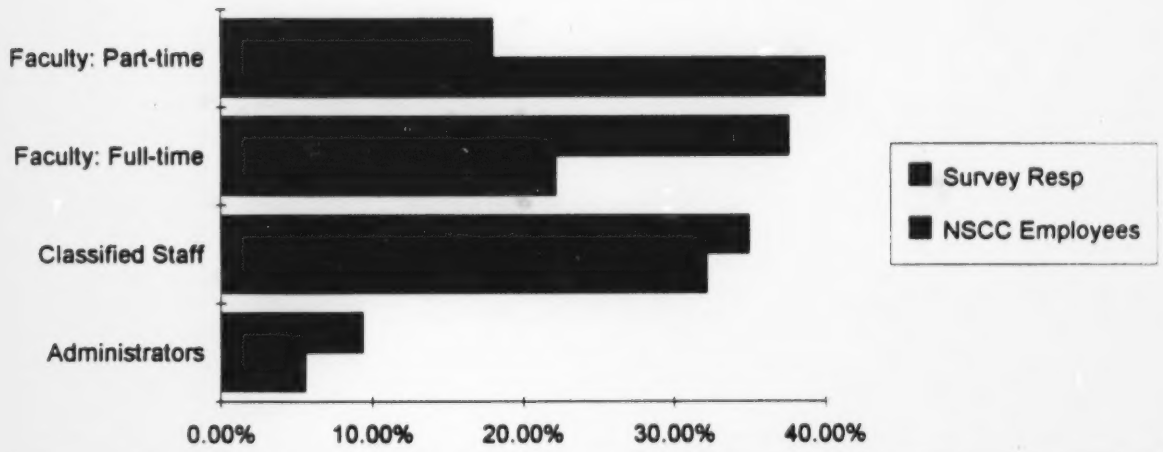
It is notable that less than half the proportion of students in the final survey stated they have gained a greater ethnic understanding as that of students in the two pilot survey courses discussed earlier (Minority Groups and American Values: E Pluribus Unum). This finding suggests that offering courses which have an ethnic studies focus may be a very effective way of increasing students' general awareness of cultural and ethnic diversity issues.

II. THE EMPLOYEE CLIMATE SURVEY

Participants in the Employee Study

In early May, 1992, North's employees were invited to participate in the climate study. A separate version of the multicultural climate questionnaire was developed for employees and mailed to all administrators, classified staff, part-time and full-time faculty--a total of approximately 450 employees. **CHART 10** displays a comparison between the composition of survey respondents and the composition of employees surveyed. It indicates which employee groups were most and least responsive to the survey in

CHART 10: Composition of NSCC Employees and Climate Survey Respondents, Spring 1992



relation to their representation among NSCC employees. Full-time faculty were significantly overrepresented among survey respondents and part-time faculty were significantly underrepresented, while administrators and classified were overrepresented but only slightly. Altogether, 120 employees returned completed surveys for tabulation and data analysis--a total response rate of under 27%. Breakdown of response rates for each employee group is as follows: Administrators--44%; Classified staff--27%; Full-time Faculty--45%; Part-time Faculty--12%. Among all respondents, 70% were females and 30% were males. Examining respondents' ethnicity indicates that only 111 identified their ethnic background in completed surveys. Six African-Americans, two Hispanics, eight Asian/Pacific Islanders, and three Native Americans were among the respondents, while the others (83% of all respondents) are white.

Employees' Responses to Opinion Questions

In this section, highlights of employees' reactions to questions appearing in the climate surveys are examined. Data from selected questions are displayed in **CHART 11** through **CHART 16**. While only a sample of the 40+ questions included in the employees' survey will be discussed in this report, the questions covered provide a representative sampling of issues of greatest relevance to cultural and ethnic diversity on campus. Note: Because of the small numbers of people of color represented among survey respondents, data from employees' responses to individual questions will be presented only in terms of employee classification status rather than ethnicity. In this way, the anonymity of individual employee respondents may be assured.

On the next page, **CHART 11** displays employees' responses to a key question in the employee climate survey. This question was, **"Has working at NSCC helped you to gain a greater understanding about people from different cultural and ethnic backgrounds?"** Among the 108 employees who answered this question, over 73% responded "yes" while the remaining 27% responded "no." When responses to this question were examined in terms of employee classification, 70% of administrators, 76% of classified staff, 76% of full-time faculty, and 70% of part-time faculty responded "yes."

As in the student survey question pertaining to NSCC's impact on their cultural understanding, respondents to this question who answered "yes" were asked to elaborate as to how working at NSCC had improved their cultural and ethnic understanding. More than 65 of these respondents gave feedback. Here are some of the comments:

> On-the-job contact with students and staff of differing cultures. Occasional workshops (multicultural training for employees should be mandatory).
>
> I've just never had the experience of working in such a diverse group--I find that I prefer diversity!
>
> I've had the opportunity to speak with students about their homelands, their food choices, their clothing, their views or comparisons about life here. Most interesting!
>
> I've had the opportunity to work with students from parts of the world that I now hope to visit. I'm always being reminded that we are each individuals and don't always reflect the politics of the nation of origin.
>
> By working and training others, I find they are the same as me. They have different cultures, but <u>they</u> have the advantage of being bi-lingual and the ability to see things with many facets--not just one. After being around them for many years, I feel we are the ones that are disadvantaged.

CHART 11: Responses to Survey Question: "Has working at NSCC helped you to gain a greater understanding about people from different cultural and ethnic backgrounds?"

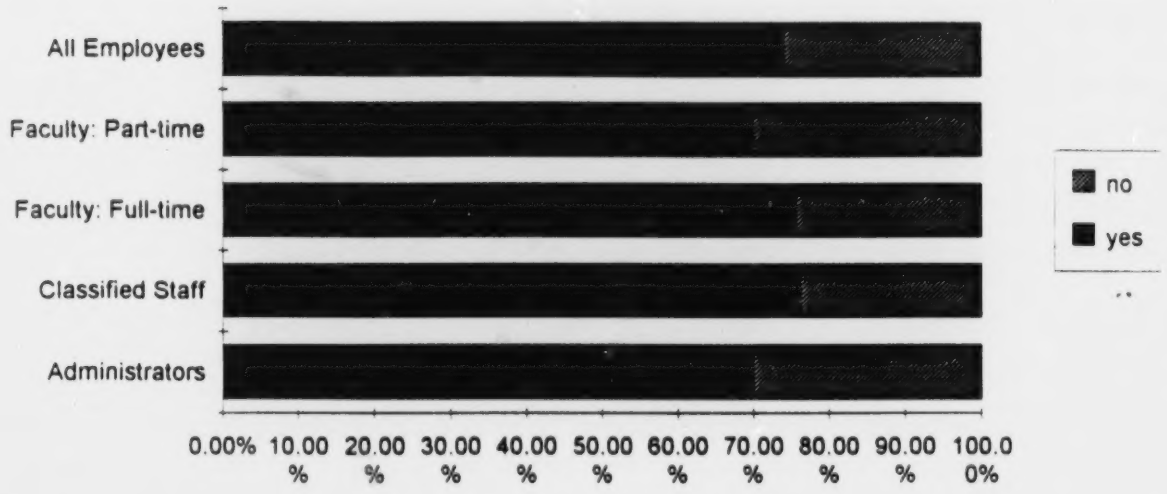
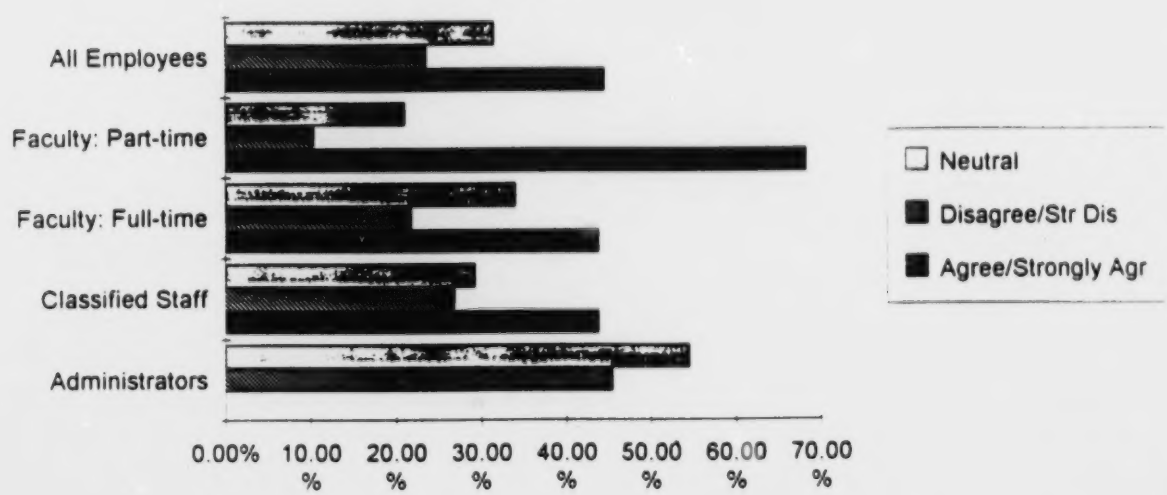

All Employees
Faculty: Part-time
Faculty: Full-time
Classified Staff
Administrators
0.00% 10.00 % 20.00 % 30.00 % 40.00 % 50.00 % 60.00 % 70.00 % 80.00 % 90.00 % 100.0 0%
no
yes

CHART 12: Responses to Survey Question: "NSCC is an easy place for students and employees from diverse ethnic and cultural backgrounds to meet one another."



I grew up in a very white community back East--the only "minority" I knew was in the black community. My appreciation and awareness of Hispanics, Asians, & Native Americans has increased dramatically through working directly with students.

Having the opportunity to become friends with people of diverse backgrounds has done more for me personally than anything else.

Although fewer employees marked "no" to this question, some chose also to provide additional feedback. One employee responded:

"Yes" through my interaction with students; "no" through a climate that fosters tolerance and understanding and deep commitment to accepting differences.

Respondents were also asked in a separate question, **"List any experiences or feelings you've had while employed at NSCC which have made a negative difference in your views about how people from diverse ethnic and cultural backgrounds are treated at the college."** Some commented:

A black student tells of insensitivity & stereotyping in classes she has outside our department. People didn't get beside her. She always has to fight.

Some instructors ridicule students from Asian backgrounds. Also some staff complain about language skills of student workers.

Reports from women students that several male faculty make disparaging remarks about women & minorities--year after year. I feel ashamed and embarassed.

I have seen minority staff treated poorly by their supervisor.

There are few persons of color or women as Division Chairs.

There has been a greater effort at NSCC to become diverse, however I think we still have a long way to go. I think some of our minority could speak to real instances of negative experiences. They need to be heard and addressed.

The attempt to use non-native speaking students as work-study employees in front-line jobs like reception and telephone backfires. People dislike & distrust them, feeling their messages and orders won't be understood and handled properly.

In small, informal gatherings of white instructors/staff/administrators I have heard comments made about individuals based on their color. I have heard racial slurs, negative comments regarding ethnic background, etc.

CHART 13: Responses to Survey Question: "I believe NSCC does a good job of helping students and staff to learn to work with people from different backgrounds from their own."

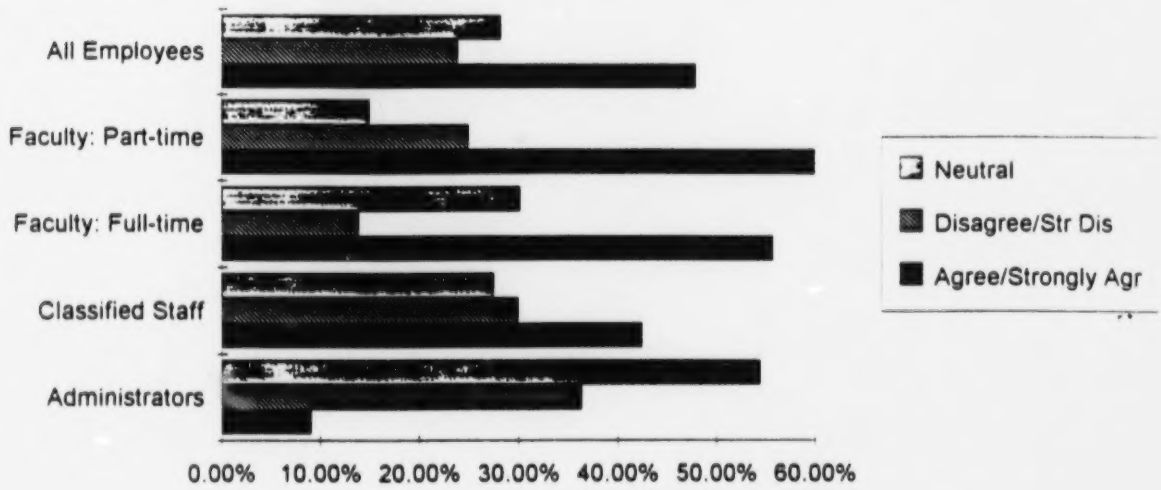
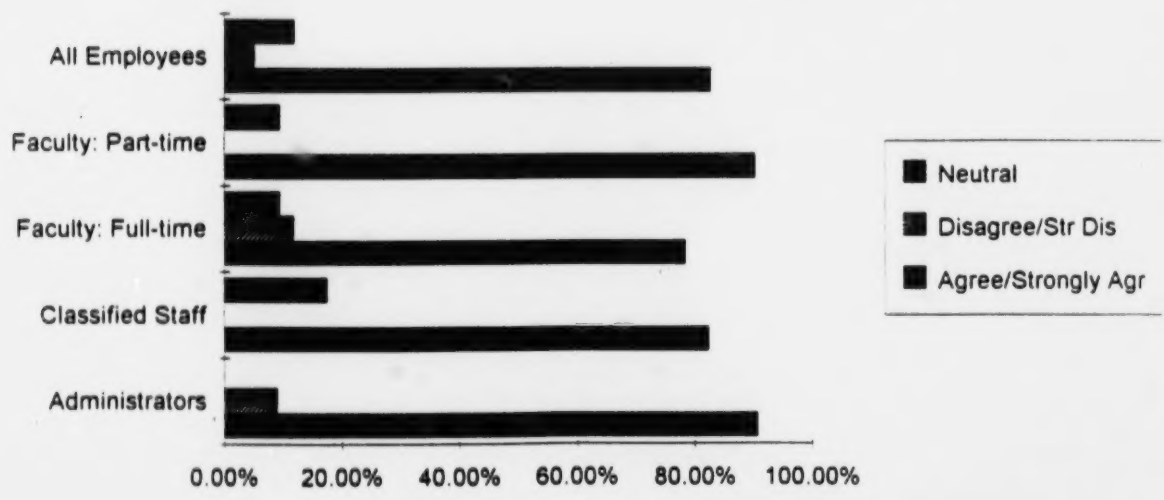


CHART 14: Responses to Survey Question: "I believe courses at NSCC should contain materials which represent the points of view of people from a variety of ethnic and cultural backgrounds."



In contrast to the opinions displayed in **CHART 11**, **CHART 12** displays the range of responses to the statement, **"NSCC is an easy place for students and employees from diverse ethnic and cultural backgrounds to meet one another."** Asked whether they agreed or disagreed with this statement, less than 45% of all respondents agreed or strongly agreed, while another 32% were neutral and the remaining 23% disagreed or strongly disagreed. Particularly notable were the responses of the 11 administrators who answered this question. None of the 11 agreed, while six (55%) were neutral and the remaining five (45%) disagreed. Part-time faculty, on the other hand, held very different perceptions. Among the 19 part-time instructors who answered the question, 13 of them (68%) agreed, 4 (21%) were neutral, and only 2 (11%) disagreed. Opinions of full-time faculty and classified staff fell between these two extremes; only 44% of full time faculty agreed, 34% were neutral, and 22% disagreed, while 44% of classified staff also agreed, 29% were neutral, and 27% disagreed.

A related question which does not appear in the chart information displayed in this report was worded, **"I believe NSCC offers a positive learning experience for students from all types of ethnic and cultural backgrounds."** 71% of all respondents, 55% of administrators, 69% of classified staff, 74% of full-time faculty, and 76% of part-time faculty agreed. On this question, administrators had the highest percentage in disagreement--18% of administrators, 13% of classified, 9% of full-time faculty, and only 5% of part-time faculty disagreed.

In **CHART 13**, responses appear for the statement, **"I believe NSCC does a good job of helping students and staff to learn to work with people from different backgrounds from their own."** Of all respondents, only 48% agreed while 28% were neutral and 24% disagreed. Among administrators responding to this question, only 9% agreed, 36% disagreed, and the remaining 55% were neutral. Faculty, both part-time and full-time, were more likely than other respondents to agree. In fact, 60% of part-time instructors and 56% of full-time instructors who answered this question agreed, while a smaller 43% of classified employees also did so.

In spite of the low proportion of employees in **CHART 13** who felt positive about the impact of NSCC on the ability of students and staff from different ethnic backgrounds to work together, employees were overwhelmingly positive when asked if they appreciated there being a diversity of employees at the college. When asked to respond to the statement, **"I appreciate having co-workers from different cultural and ethnic backgrounds,"** over 92% of all employees, 91% of administrators, 98% of classified staff, 86% of full-time faculty and 100% of part-time faculty agreed. The opinions expressed in this answer suggest that most employees feel that they benefit from having a culturally-diverse staff within the college. In the next section, this report will explore more of what employees expect from NSCC in terms of cultural diversity.

CHART 15: Responses to Survey Question: "NSCC should do more to promote its employees' awareness of issues pertaining to cultural and ethnic diversity."

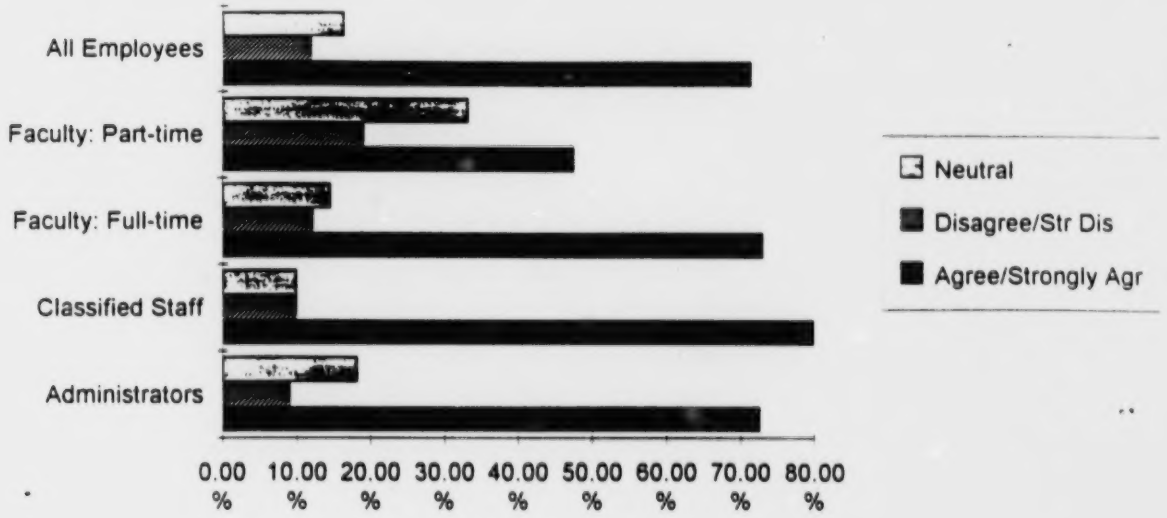


CHART 16: Responses to Survey Question: "I would like to see more ethnic and cultural programs offered as events at NSCC."

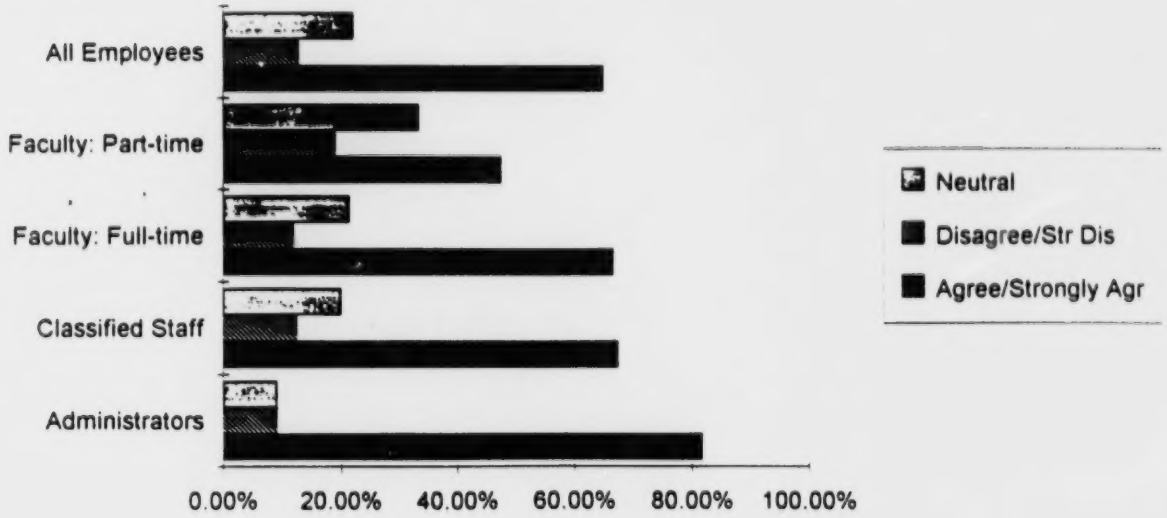


CHART 14, **CHART 15**, and **CHART 16** display employees' responses to a series of questions pertaining to course content and other opportunities for learning more about people from different cultural and ethnic backgrounds at NSCC. **CHART 14** presents the range of responses to the statement, **"I believe courses at NSCC should contain materials which represent the points of view of people from a variety of ethnic and cultural backgrounds."** On this question, nearly 83% of all employees, 91% of administrators, 83% of classified staff, 79% of full-time faculty, and 91% of part-time faculty were in agreement.

In a separate question a majority of employees indicated their agreement that more should be done on campus to educate students about the negative impact of racial and ethnic discrimination. 70% of all employees, 91% of administrators, 65% of classified staff, 74% of full-time faculty, and 60% of part-time faculty agreed with the statement, **"NSCC should make a greater effort in educating students about the detrimental effects of discrimination against people of different ethnic or cultural backgrounds."**

Opinions appear in **CHART 15** for the statement, **"NSCC should do more to promote its employees' awareness of issues pertaining to cultural and ethnic diversity."** Nearly 72% of all employees, 73% of administrators, 80% of classified staff, 73% of full-time faculty, and 48% of part-time faculty agreed, and only 12% of all employee respondents disagreed.

Employees were asked to respond to questions about staff and faculty development opportunities pertaining to cultural diversity at NSCC. In one question, employees indicated their extent of agreement with the statement, **"There should be more staff and faculty development opportunities at NSCC that deal with people from different cultural and ethnic backgrounds."** Among all of employee respondents, 67% agreed, while 23% were neutral and 10% disagreed. Agreement among individual employee groups was as follows: Administrators--91%; Classified staff--75%; full-time faculty--64%; part-time faculty--38%.

CHART 16 demonstrates responses to the statement, **"I would like to see more ethnic and cultural programs offered as events at NSCC."** While 65% of all employees agreed, 22% were neutral and another 13% disagreed. Agreement with this statement was expressed by 82% of administrators completing the survey, 68% of classified staff, 67% of full-time faculty, and 48% of part-time faculty.

While a majority of employees who responded to the survey expressed relatively positive views about cultural diversity at North, it is difficult to extrapolate the opinions discussed in this section to all of the college's employees because so few chose to participate. This issue will be discussed further along with summary information from both the student and employee climate surveys in the final section of this report.

III. FINAL CONCLUSIONS AND RECOMMENDATIONS

This report has highlighted the results from the first comprehensive study of NSCC students' and employees' opinions about the campus climate for multicultural diversity. A total of nearly 1600 individuals--1140 students and 450 employees--were invited to participate in the study; roughly twice the proportion of invited students (56%) chose to return completed survey questionnaires as the proportion of employees (27%) who did so.

As with any major research project, this climate study has answered some questions and raised others. For example, why did so few employees (particularly classified staff and part-time faculty) choose to participate? What could be done to increase the response rate of employees when the follow-up study is conducted again in four years? As for students, is awareness toward cultural and ethnic diversity shaped more by the presence of a growing proportion of students of color on campus or by deliberate actions taken by the college to change the curriculum and program offerings in order to reflect increased commitment to multiculturalism?

Though certain questions remain unanswered, the findings reflected in this report enable some conclusions to be drawn about the present climate for cultural and ethnic diversity at North Seattle Community College. First, students, faculty, and staff who participated in the study are generally positive about the diversity of students, employees, and programs that already exist on the campus. Few students and employees complained about the presence of ethnically diverse people at North; far more wish to see a greater amount of diversity--among classmates, instructors, programs, course offerings and class materials.

Among students, perhaps the most troubling finding from this study is that less than half of all respondents feel that NSCC has enhanced their cultural awareness. This fact, coupled with the finding that many students (and a majority of students of color) wish to see more courses and programs focusing on ethnic and cultural differences, suggests that efforts made by North to develop its curriculum with multicultural content will be beneficial in improving cultural and ethnic understanding on campus. If these curricular changes are accomplished along with a continued diversification of NSCC's general student body, the proportion of all students surveyed in the follow-up study who have gained greater cultural understanding may significantly increase. A rise by at least 20% (meaning that over 60% of responding students would answer "yes" to a question about gaining greater cultural understanding at North) would represent a real accomplishment by the college of enhancing its students' awareness.

Among employees, a focus upon providing programs, services, and training that enhance employees' sensitivity and effectiveness

in working with a diversity of students and staff is both beneficial and, according to a majority of employee survey respondents, highly desirable. A measurable goal in the employee follow-up study conducted in four years would be a significantly higher participation rate, particularly among classified staff and part-time faculty. It is likely that for the goal of improving the campus climate for multicultural diversity to become fully realized, a large proportion of North's employees must feel an interest and an investment in this issue. While infusion of cultural awareness through the curriculum will help to broaden the numbers of students who are exposed to the messages of promoting tolerance and respect for diversity, an equally profound infusion of awareness among employees may go far toward enabling the entire campus to undergo a significant transformation toward a truly multicultural climate.

This study has indentified some of the outstanding accomplishments of North Seattle Community College as well as areas of needed improvement in providing a campus climate which fosters respect for cultural and ethnic diversity. It has established benchmark data about the current attitudes of students and employees on campus, but has left open for further campus discussion the question of how best to accomplish a transformation of the campus climate in favor of greater support for diversity. In closing, perhaps it would be instructive to reproduce a question raised by Dr. Gil Dominguez[1] at the 1992 annual conference of the AACJC:

> **"The Dilemma: How do we continue to foster the mission and goals of the community college; continue to provide alternative and modified sources to disabled, ethnic, and minority students, during this critical period of increasing enrollments, increasing costs, and decreasing resources?"**

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[1] Dr. Gil Dominguez, "Dimensions of Diversity: Working Effectively with Multicultural Students, Faculty, and Staff." Presentation given to the Annual Conference of the American Association of Community and Junior Colleges, April 1992.